



University of Hawai'i at Mānoa



Library & Information Science Program  
Information & Computer Sciences Department

**COURSE SYLLABUS**  
**LIS 652: Introduction to Archives Management**  
(3 Credits) (Spring 2010)

**Instructor:** Andrew B. Wertheimer, Ph.D. Assistant Professor

**Contact Information:**

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Please put LIS 652 in the message line. I try to respond to e-mail within one day.

**Course Homepage:** <http://www2.hawaii.edu/~wertheim/652S10.html>

**TENTATIVE OFFICE HOURS:**

- By appointment. Please check:

<http://www2.hawaii.edu/~wertheim/OfficeHours.html>

**Classroom/** Kuykendall Hall, Room 204 + [HITS]: Maui / Hilo/ Kauai  
**Schedule:** Tuesdays: 7:00 - 9:40 PM

Course Catalog Description (from the LIS Program home page):

**LIS 652: Introduction to Archives Management**

Study of archival principles and management theories applicable to all types of archives. Includes policy, appraisal, computer and micrographic applications, ethical and legal issues. **Prerequisites:** None

### Grading:

I hope that you will focus more on learning and experience than your grade in this course. Your grade will be determined on the following basis.

Archival Research Paper and Presentation	30%
Processing Exercise	25%
Journal/ Brief Presentation on A Supplemental Article from <i>The American Archivist</i> , <i>Archival Science</i> , or another archival studies research journal	15%
Quiz on Archival Terminology	10%
Class Participation	10%
Archive <i>du Jour</i> Presentation and Handout	10%

### Grading Scale:

100-98 A+,	97-94 A,	93-90 A-;
89 - 87 B+,	86-83 B,	82-80 B-;
79 - 77 C+,	76-73 C,	72-70 C-;
69 - 67 D+,	66-63 D,	62-60 D-.

### Course/ Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for **alternative** learning experiences to assignments.

I reserve the right to reject or make counterproposals, but encourage you to consult me about this. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.

**Class participation** is based on:

- (a) **Attendance.** At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences, if possible.
- (b) **Active participation in classroom discussion.** This does not mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting group-work or class, especially with irrelevant comments.
- (c) In order to encourage active reading and classroom discussion, you should come to class prepared with one meaningful sentence or passage from one of the assigned readings. You should be ready to share that specific sentence or idea,

and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. Each day I *may* call on a few students to give this.

(d) You will be expected to post an **online journal** on *Laulima* with original reflective comments related to the reading or topic of collection management. This will be a major part of your participation score. This should be posted each week indicated on the syllabus *one hour before class begins*. Please see the deadlines in the syllabus. Your posting need only be a paragraph long, but should be both original and substantial. Postings done during or after class will be considered late, and penalized appropriately. Your postings will be evaluated at the end of the semester on the basis of: (1) originality; (2) evidence of critical reading of the text and lecture notes; and (3) overall logic and writing.

You are permitted to bring a laptop to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your cell phone ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I realize that our class is nearly 3 hours long; so, I certainly understand if you have to quickly run off to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

### **Group Work**

Several assignments are designed as group projects. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries and archives rely a great deal on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group work. Some group assignments include a segment in which you will evaluate the performance of each team member. This will influence that student's grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not "carry their own weight" on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the

instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.

**Required Text:**

Gregory S. Hunter. *Developing and Maintaining Practical Archives: A How-to-do-it Manual* (New York: Neal-Schuman Publishers, 2003).

**Additional Required Readings:**

Additional required readings will be assigned.

**Additional Reference Work**

You will find the following reference work of great help as you take this class:

Richard Pearce-Moses,  
*A Glossary of Archival and Records Terminology*

(Chicago: The Society of American Archivists, 2005)  
Online at <http://www.archivists.org/glossary/>

You also should explore some of the following **journals**:

*American Archivist* (the journal) [CD 3020.A45]  
and *Archival Outlook* (the newsletter) [CD 921 .S2]  
(Society of American Archivists)

*Archival Issues* [CD 3054 .M53] (Midwest Archives Conference).

*International Journal of Archives* [CD 4.I61] (International Council on Archives)

*Archives and Manuscripts*. [CD 2500.A7] (Australian Society of Archivists).

*Journal of the Society of Archivists*. [CD 1.S6] (Society of Archivists [UK])

**The Following Journals Are Available Online via UHM Libraries:**

*Archival Science*  
*Archives & Museum Informatics*  
*Journal of the Society of Archivists*  
*New Zealand Archivists*

**Time-permitting Articles from the Following Journals Are Available via ILL:**

*Archivaria* (Association of Canadian Archivists)

*Provenance* (Society of Georgia Archivists),

*Records and Information Management Report*

***And other language readers can consider:***

*Revue Internationale des Archives* [CD 1.A18]  
(UNESCO/ Conseil international des archives)

档案工作 = *Dang an gong zuo* = Archival work.  
[Hamilton East CD 2030 .T36]

**Please re-shelve these journals** so others can also use them. *Thanks!*

**Course Schedule (subject to change)**

**SECTION I:**

**Introducing Archival Traditions and Terminology**

12 January (Class 1)

- (a) **Archive *du Jour*: ?**
- (b) **Review the syllabus**
- (c) **The Social Function of Archives**
- (d) **Types of Archival Collections**
- (e) **Archive Users**

**Reading:** None.

**DUE:** Nothing.

19 January (Class 2)

- (a) **Archive *du Jour*: Archives Nationale du France (ABW)**
- (b) **The European Tradition of Archives**
- (c) **European Archival Terminology**

**Reading:** Hunter Chapter 1.

**DUE:** Nothing.

26 January (Class 3)

- (a) **Archive *du Jour*: Hawaii State Archives**
- (b) **Archival Journals and Associations**
- (c) **Certification, Ethics, Employment, and Education.**

**Reading:** Hunter Chapter 13.

**DUE:** Nothing.

2 February (Class 4)

- (a) **Archive *du Jour*: National Archives & Records Administration (NARA)(ABW)**
- (b) **The American Archival Tradition**
- (c) **American Archival Terminology**

**Reading:** Hunter Chapters 2.

**DUE:** Nothing.

9 February (Class 5)

- (a) **Introducing Save Sandy Beach**
- (b) **Collecting and Organizing Grassroots Organizations Papers**

**Reading:** Hunter Chapter 3.

**DUE:** Nothing.

16 February (Class 6)

- (a) **Archive du Jour:**
- (b) **The Acquisitions Process: An Introduction to Selection, Appraisal, and Acquisitions**

**Reading:** Hunter Chapter 4.

**DUE:** Nothing.

SECTION II:  
**Arranging and Describing Materials**

22 February (Class 7)

- (a) **Archive du Jour:**
- (b) **Midterm Exam**
- (c) **Arranging Materials**

**Reading:** Hunter Chapter 5.

**DUE:** Nothing.

2 March (Class 8)

- (a) **Archive du Jour:**
- (b) **Describing Materials**
- (c) **Paper Finding Aids and Tools**
- (d) **Electronic Finding Aids and Online Archives**

**Reading:** Hunter Chapter 6.

**DUE:** Nothing.

SECTION III:  
**Processing Archival Collections**

9 March (Class 9)

- (a) **Archive du Jour:**
- (b) **Processing Collections**
- (c) **Preserving A/V Materials**
- (c) **Preservation, Security, and Disaster Planning for Hawaii**

**Reading:** Hunter Chapters 7, 8, and 11.

**DUE:** Nothing.

16 March (Class 10)

- (a) **Archive du Jour:**
- (b) **In-class Processing Exercise**

**Reading:** Hunter Chapter 9.

**DUE:** Nothing.

**NO CLASS ON 23 March (Spring Break)**

30 March (Class 11)  
(a) **Archive du Jour:**  
(b) **In-class Processing Exercise**  
**Reading:** Hunter Chapter 9  
**DUE:** Nothing.

**SECTION IV:**  
**Digital Aspects**

6 April (Class 12)  
(a) **Archive du Jour:**  
(b) **Digital Records, EAD and Other Standards**  
(c) **Preserving Electronic Records**  
**Reading:** Hunter Chapter 10.  
**DUE:** Nothing.

13 April (Class 13)  
(a) **Archive du Jour:**  
(b) **Research Presentations**  
**Reading:** None.  
**DUE:** Research Papers

20 April (Class 14)  
(a) **Archive du Jour:**  
(b) **Research Presentations (Continued)**

27 April (Class 15)  
(a) **The Future of Archives and Historical Research**  
(b) **Archival Management**  
(c) **Course Wrap-Up/ The Future of Archives**  
(d) **Course Evaluations;** (e) **Certificates**  
**Reading:** Hunter Chapter 12.  
**DUE:** Nothing.

## INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

### Assignments

#### **Research Paper and Presentation (Group/ Individual Work)**

The major project for this class is an 8 to 12 double-spaced page research paper on one aspect of archival studies. There are two options for this assignment.

This project may be done individually *or* in groups of up to four members. Individuals should use **at least** 4 secondary sources beyond readings assigned for class. Groups should use at least 4 sources (times the number of group members). You are encouraged to consider also doing an interview with an archivist to gain further understanding.

You are also to do a presentation to the class on your subject to the class. The presentation should be:

- 4 to 5 minutes long if working alone,
- 6 to 8 minutes long for a group of three people,
- 10 to 12 minutes long for a group of four people.

You are encouraged to use PowerPoint or other *original* audio/video materials to create an original and professional presentation.

#### **[Option 1]: Research Paper**

Sample topics include some aspect of: Electronic Records, School Archives, Privacy, Presidential archives, (or a deeper study of one archive such as the Nixon Presidential Archive). In other words, the topic may be a deeper study on a type of archive, a specific archive, or a research question that interests you.

Your professor is always happy to respond to inquiries.

**Stuck??** Skim recent issues of archival studies journals for possible ideas. There will be a sign-up sheet on *Laulima* for topics so as to avoid duplication of topics.

#### **[Option 2]; Oral History Interview with a Pioneer in Hawaii Archives**

The alternative option for this project is to conduct an oral history interview with one of Hawaii's pioneering archivists.

**STEP 1:** To prepare for the interview you should skim Donald Richie's guide to oral history, and then read as much as you can about the specific repository and archivist.

**STEP 2:** You should talk with the current director of the archives and share your questions with her/ him for feedback. You should hand in your list of questions.

**STEP 3:** Conduct the interview. You should secure a written permission form, and record the interview.

This interview will be deposited at the AHA Collection at BYU-Hawaii Archives.

**STEP 4:** You should create a rough 10-page outline of the questions and answers, and hand this in along with your recording and permissions form.

**EXTRA CREDIT:** Hand in a typed transcript of the interview.

### **Evaluation**

The paper will be worth 20% of your semester grade, and the presentation will be worth another 5% of your semester grade. The paper will be evaluated in terms of the following aspects: Summary of Thesis and Research, Quality of Writing, Quality of Research, Evaluation and Critical Discussion, and clear explanation as to the importance of your topic to archival studies.

The presentation is evaluated separately in terms of precision, following time constraints, creativity, correct use of archival terminology, and your ability to explain the significance of your findings to the practice and/ or theory of archives. I will also be evaluating for creativity, humor, persuasiveness or other elements of public speaking.

### **POINTS WILL BE TAKEN AWAY FOR ANY OF THE FOLLOWING**

- Incomplete bibliographic citations on the paper
- Presentation too superficial or goes overtime
- Paper/ presentation does not explain the importance of your topic

### **Journal/ Presentation on Reading (Article Critique (Individual Work)**

In order to encourage you to explore and share recent research from archival studies, you are to select **one research journal article** from within the past 10 years of issues of the archival journals listed in this syllabus. This article/ book chapter may not be one already mentioned in the syllabus. If you want to select an article or book chapter from another source, please confirm it with the instructor. Only two people may select the same article.

The assignment is to (a) write a 4 to 6 page (double-spaced) paper on the article on your own, and to (b) make a brief 4 to 5 minute presentation summarizing the article and your findings.

On the first day of class (and each day thereafter), I will have a sign-up sheet to reserve days for each person to present their article critique. Groups of two may collaborate on the same presentation if they examined the same article; however, the papers are not group efforts. Groups should take 6-10 minutes, and both members should cooperate on all aspects of the presentation.

You will be evaluated on the following basis:

(a) **Paper (10% of semester grade):**

- Clear brief summary of article (should be less than half of your paper)
- Complete citation of the article in a standard citation style
- Brief (one paragraph) professional biography of the author(s), especially in relation to his/ her expertise for the article
- Use of appropriate archival terminology

- Critical analysis of the article (did it make sense, do you agree, how was the research conducted, could it have been improved, is this relevant to archives in Hawaii, etc)
- You should make **footnotes** as to how you located information, including the biography and definitions.
- Avoid making excessive quotations from the article.
- In the paper you should not footnote references to the article, but should have a complete citation on the first page and **parenthetical references** on following pages that indicate the page number at the end of the sentence.
  - **Example:**
  - Cox's summary of research on provenance of e-mail suggested the following problems... (636).

(b) **Presentation (5% of semester grade)**

- Either a (a) half or 1-page handout with complete citations and note with relevant archival terms (and definitions) and other notes or a (b) PowerPoint Presentation slides with the same information. If you do the handout, please make enough copies for the instructor and fellow students.
- Clear brief summary of article (should be 50% or less of your time)
- The criteria indicated above also apply for the presentation except you do not need to explain how you looked up information.

**Archive du Jour (Individual Work)**

This assignment has two parts:

- a) A roughly 5 minute in-class presentation introducing a major archival depository in the United States or abroad.
- b) A 1-double-sided page handout on your archival repository. Please bring enough copies for each student.

You are encouraged to locate information on the archival repository from articles, websites, and telephone interviews. You can get started in your search with online indexes *Library and Information Science Abstracts (LISA)* and *Library, Information Science & Technology Abstracts (LISTA)*. You can also locate holdings information regarding many repositories using such online tools as

*ArchiveGrid* (formerly Archival Resources) (UHM Libraries Online Resource)  
*National Union Catalog of Manuscript Collections - Library of Congress*  
<http://www.loc.gov/coll/nucmc/>  
*Directory of Historical Records Repositories in Hawaii* (and updated list of links)  
<http://www2.hawaii.edu/~wertheim/AHA.html>

Your presentation and handout should focus on the following:

- The repository's history and collections (This should be your main emphasis)
- The Location, Management, Staffing, Hours, and other fundamentals (Briefly)
- Website and ways of accessing the collection (Briefly)

Your presentation should be in the form of a PowerPoint presentation ideally with photographs of the repository and useful information. Students will be able to sign up for the repository. You must select a 'traditional' archival repository (not an Internet- only Archive), although it may be located anywhere in the world.

You will be evaluated on the following:

**PRESENTATION:**

- Delivery
- Timing
- Presentation of required information
- Additional creative/ interesting information that captures student interest and emphasizes a repository's unique contribution
- PowerPoint Presentation and Visuals
- Appropriate Use of Archival Terminology

**HANDOUT:**

- Variety and quality of sources cited (website, articles, interview, etc) (obviously these should be listed for evaluation and interested students)
- Quality and amount of original information
- Originality of materials
- Graphic design

**Processing Exercise (Group Work)**

Instructions will be handed out in class.

**Quiz on Archival Terminology (Individual Work)**

Archivists use many terms differently from librarians or museum curators, which reflect archivists' specific concepts and philosophies.

The midterm exam will be done in class *without* notes or reading materials. It will possibly consist of multiple choice questions as well as short answers to questions covered in the first half of the class.

Please pay careful attention the instructions as you may have several choices. The primary purpose is to demonstrate your understanding of archival terminology and approaches, and how they differ from librarianship and museums.

In order to receive an A, you should properly use archival terminology and demonstrate a critical understanding of archival theory. I am looking for writing that integrates readings, lecture notes. I will especially recognize independent thinking, and responses to additional readings.

## EXPECTATIONS FOR ALL ASSIGNMENTS

**Plagiarism**, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don't do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you **cite the specific page**. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

### **Bibliography**

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

### **Limit Your Quotations**

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected to show the tone of an author or demonstrate precise definitions. Quotes should not be used simply as if they were your own words to make your argument. You will lose points if your paper becomes like a collage of others' quotations.

### **Contextualizing Your Information**

Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a *Library Journal* interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, "..."<sup>1</sup>

This context shows the reader the credibility of the source and its value.

### **Long/ Block Quotations**

You should not have many quotations that are over 2 or 3 lines long. Any such "long quotation" (more than 1 sentence) should be placed in a **block quotation**, which does not use quotation marks or italics, but should be single-spaced and indented on both sides, along with full citation.

### **Formatting**

Use 12-point Times font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor

Wertheimer] and class [LIS 652] (all single spaced) on the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be paginated (except a cover page, which does not get counted).

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.

### **Titles and Headings**

You also should use a descriptive and unique **title** for each paper. This often helps writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts. Some of the most common headings are Introduction, Definitions, Methodology, Analysis, and Conclusion.

Papers are due at the start of class. One point per day late will be subtracted from **overdue assignments** (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after **3 May**.

### **Note Taking**

You should take good class notes of lecture and discussion. I do not usually make copies available of PowerPoint lectures (The exception is for ESL students, who can download the slides from the computer immediately after class). I do this because studies have shown that note taking dramatically increases your memorization and keeps you more mentally involved in class.

**SAMPLE PAPERS** are posted online at:

<<http://www2.hawaii.edu/~wertheim/652samples.html>>

Fellow students kindly shared papers from previous years. These are model papers. You are advised to review these papers to see how they presented their papers. I do change requirements on projects from class to class, though, so be sure to follow your syllabus in terms of instructions, as I will evaluate you on these criteria.

If you write an exceptional paper, I might ask you to submit your paper to this page. If so, I would appreciate if you would try to follow up on some of the corrections/ suggestions I made, and then e-mail me your paper as a Word/ HTML/ PDF file attachment. I give some extra credit to reward this extra effort. Future students also thank you. Please remove your name from the paper *if* you want to be anonymous.

## GENERAL GRADING CRITERIA

Specific grading criteria are mentioned in the instructions for all assignments, but in general I like to reward papers that are well-written, well-researched, creative, and show me that you are integrating questions from this class and your real life experiences.

Part of demonstrating professionalism includes using Archival terminology when appropriate. I also am happy if you can tie theoretical issues to the larger world as long as this supplements your LIS readings (not in lieu of them). I highly value critical thinking. Do not take everything you read or hear as truth.

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### **ALA Core Competencies**

In 2007 the LIS Program decided to map our courses along with the ALA's 2005 Draft "Statement of Core Competencies" as a way of basing our course offerings in parallel with requirements for today's professional.\* This course contributes to learning the following competencies:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>+1*</b>
<b>S</b>	<b>P</b>	<b>S</b>					<b>S</b>	<b>P</b>

### ALA Competencies

**1.** Professional Ethics; **2.** Resource Building; **3.** Knowledge Organization; **4.** Technological Knowledge; **5.** Knowledge Dissemination—Service; **6.** Knowledge Accumulation--Education and Lifelong Learning; **7.** Knowledge Inquiry—Research; **8.** Institution Management. **Coding Symbols:** **P**=Primary Emphasis; **S**=Secondary Emphasis.

\* The LIS Faculty added one competency (+1): **Social, Historical, and Cultural Context:** concepts and knowledge regarding the socio-historical development of libraries, print culture, and information science; international librarianship, information policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawaii, the Pacific region, and Asia.

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### **LIS Research Methodologies**

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from "**Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses**":

- Action research
- Case study

- Evaluation research
- Historiography

**Explanation:** In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

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### **Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii**

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Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

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### **Kokua**

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If you need reasonable accommodations because of the impact of a disability, please [1] contact the Kokua Program (V/T) at 956-7511 or 956-7612 in Room 013 of the Queen Lili'uokalani Center for Student Services; [2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

### **Program Learning Objectives**

This introductory survey course addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;

8. Demonstrate basic competencies required for instructional program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[Numbers and text refer to the  
2008 Revised *UH LIS Program Mission and Goals.*]

**Course Learning Objectives:**

This is an introductory course on archives management, enabling students to:

- 1) Understand the various types of archival repositories; and their historical development in Hawaii and elsewhere;
- 2) Gain practical experience in processing, arranging, and describing manuscript collections;
- 3) Become familiar with basic resources and standards related to archival management;
- 4) Develop a core knowledge of archival management, including fundamental archival concepts and terminology;
- 5) Gain experience in defining and solving challenges in archival management;
- 6) Understand issues faced by a variety of archival institutions.

**Teaching Method**

Primary emphasis is on reading, group discussion, and critical analysis. Oral and written assignments are designed to promote these activities. The assignment due dates are on the course schedule. Attendance and constructive participation are required, especially on the days that we process manuscript collections in class.

## ***SAA Guidelines for a Graduate Program in Archival Studies***

In 2006, the Society of American Archivists revised its “**Guidelines for a Graduate Program in Archival Studies**,” which suggested a core of 18 credits in archival studies. Students at UH are encouraged to take the following:

- 1) [LIS 652] Introduction to Archival Management
- 2) [LIS 653] Seminar in Archival Studies
- 3) [LIS 619] Preservation Management
- 4) [LIS 620] Conservation of Library Materials
- 5) [LIS 690] Library Internship Program (with an archive option)
- 6) **Selection of a one of the following:**
  - **Elective in Library & Information Science**
  - A second [LIS 690 (internship with an archival emphasis)], or another LIS elective, such as [LIS 612], [LIS 615], [LIS 618], [LIS 687], [LIS 688], [LIS 699], [LIS 700].
  - **Elective from Museum Studies**
    - [AMST 683] Museums: Theory, History, Practice
    - [AMST 684] Museums and Collections
    - [AMST 685] Museums and Communities
  - **Elective from History**
    - [HIST 602] Seminar in Historiography

These requirements are in addition to the core LIS classes 601, 605, 610, and 650 / 684 and other MLISc requirements.

### **Professional Associations**

Students are encouraged to develop their professional socialization by joining the Society of American Archivists and the Association of Hawaii Archivists. Both organizations have student membership rates. This follows the LIS Goals and Missions for **Research:**

- (8) Students present and publish their research.

and **Service:**

- (4). Faculty and students collaborate with community and state organizations and agencies in providing consultative, research, and instructional support for projects and programs.
- (6). Students participate and exercise leadership in professional organizations.
- (7). Students volunteer their services to community and state organizations and agencies.

You are encouraged to consider joining the student chapter of SAA.